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ABSTRACT

To comply with the new U.S. Department of Education Ability-To-Benefit policy, schools need to select tests on the Secretary's approved list. The pertinent aspects of 22 approved tests are individually summarized. The test reviews are based on examinations of the test publishers' technical documentation and the tests. Information provided in the summaries includes: each test name, the address of the test publisher, a general description of the test, a discussion of common uses, a description of the target population, a discussion of the types of scores, an overview of validity and reliability results, norms, passing scores, and test publisher comments. Not all of these categories of information are provided for every test. Tests covered in the review include the: Adult Basic Learning Examination, American College Testing Program, Assessment of Skills for Successful Entry and Transfer, Armed Services Vocational Aptitude Battery, Career Program Assessment Test, Comprehensive Test of Basic Skills, Differential Aptitude Test, Descriptive Tests of Language Skills, Descriptive Tests of Mathematical Skills, Tests of General Educational Development, Nelson Denny Reading Test, Preliminary Scholastic Aptitude Test, Spanish Assessment of Basic Education, Scholastic Aptitude Test, Secondary Level English Proficiency Tests, Tests of Adult Basic Education, Test of English as a Foreign Language, Wonderlic Personnel Test, and Scholastic Level Examination. The Assessment and Placement Services, Flanagan Industrial Tests, and Job Training Assessment Program instruments, which are on the Secretary's approved list, have not yet been reviewed. (TJH)

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Reviews of the Tests Approved by The Secretary of Education for Ability to Benefit Admissions

Prepared for the National Accrediting Commission of Cosmetology Arts and Sciences

February 11, 1991

Lawrence M. Rudner, Ph.D.
Senior Statistician, LMP Associates, Inc. and
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Reviews of the Tests Approved by The Secretary of Education for Ability to Benefit Admissions

Lawrence M. Rudner, Ph.D.
Senior Statistician, LMP Associates and
Director, ERIC Clearinghouse on Tests, Measurement, and Evaluation

Introduction

To responsibly comply with the new U.S. Department of Education Ability-to-Benefit (ATB) policy, schools need to select from among the tests on the Secretary's approved list. Schools should

1) narrow the list to those they think are likely to be appropriate
2) contact the publisher for a "specimen kit", and
3) compare what is measured by different tests against the characteristics of their program.

The widely accepted American Psychological Association *Standards for Psychological and Educational Tests* states that

> "Test users should evaluate the available written documentation on the validity and reliability of tests *for the specific use intended*" (page 41) and
>
> "A logical analysis of the types of questions and the processes necessary to answer those questions is a necessary part of evaluating the validity of a test" (page 51).

Since the necessary processes are different for each of the tests on the Secretary's list, schools should select the test (or tests) which measure the skills, knowledge, abilities, or aptitudes that are most appropriate for their program. Finally, schools should document their test selection process and periodically evaluate the validity of the selected test for use in their program. Schools not following these procedures risk serious legal exposure as the courts have repeatedly provided judicial support to these professional standards. The fact that a selected test has been approved by the Secretary of Education does not relieve a school owner of this responsibility.

The following reviews of the tests on the Secretary's list are intended to help with the first task -- to narrow the Secretary's list to a shorter list of tests that are likely to be appropriate. Describing key features of the tests on the Secretary's list, the reviews are based on examinations of the test publisher's technical documentation and, in many cases, the

tests themselves. Where appropriate, recommended passing scores are provided. All of these reviews have been shared with the test's publisher. The reviews incorporate their comments and corrections.

ABLE (Adult Basic Learning Examination) -- Level 3

Psychological Corporation
555 Academic Court
San Antonio, TX 78204 tel: (512) 299-1061

Customer Relations: Tina McDonald or Robert Caldwell

Note: Length: untimed, usually takes 2 hours 40 min. Cost: 25 booklets for $40.50. Norms booklet with instructions: $20. Ready score answer sheets (no key needed): 25 for $34. Hand scored answer sheets: 50 for $28. plus scoring key: $35. Level I (adults who completed 1-2 grades); Level II (adults who completed 5-8 grade); Level III (adults who completed 9-12+ grades). Administered in schools and testing centers.

Documentation for this test has been received but they have not yet been reviewed.

ACT Assessment Program

American College Testing Program
2201 North Dodge Street
P.O. Box 168
Iowa City, IA 52243 tel: (319) 337-1098
Contact: Tina McCoy Bush

Description: A battery of four achievement tests that measure academic development in the major areas of instruction in United States secondary schools. The test is designed to assess the knowledge and skills that are taught at the secondary level and are important for success in post secondary education.

Common uses: College admissions, help students evaluate educational options, college and secondary school program planing and evaluation.

Target population: College bound high-school juniors and seniors.

Types of scores (subscores): English (usage/mechanics, rhetoric skills), Mathematics (pre-algebra/elementary algebra, intermediate algebra/coordinate geometry, plane geometry/trigonometry), Reading (social studies/science reading, arts/literature reading), Science Reasoning. A Composite Score is also computed.

Validity: ACT does an excellent job of describing validity in their technical manual. Content validity, criterion related validity (including predictive validity), and construct validity are all discussed. The test is highly appropriate for the use intended by the publisher.

Reliability: ACT examined a variety of stability indices and clearly demonstrated that the test and subtests are reliable.

Norms: A ACT publication is devoted to norms for the ACT Assessment. Norms are reported by college type, geographic region, and variable student background variables.

Note: Length: The total test consists of 215 items and takes about 3 hours. Cost: The basic fee is $12.50. Additional fees are charged in New York and for optional services. Results are normally mailed 4 weeks after the test date. The ACT Assessment is administered in two ways: 1) on a fixed schedule at designated testing sites, and 2) through testing programs on university campuses.

Passing Score: Students with a minimum composite score of 16 can be admitted under the Secretary's policy. Schools will probably find that a passing score of 18 will result in a higher number of correct placements.

Comment: While trade schools cannot expect to use the ACT as their primary admissions test, it is possible that some applicants to a cosmetology program will have already taken the test. Satisfactory scores on the ACT for these candidates can be used to demonstrate compliance with the policies of both NACCAS and the Secretary of Education.

Because the ACT is designed for use with college bound students, the content level may exceed that required for trade schools. Released test booklets are available for help schools make that determination.

Assessment and Placement Services -- Form B

Note: Recently added to the Secretary's list, this test has not yet been reviewed.

ASSET (Assessment of Skills for Successful Entry and Transfer)

Forms A, B, or C

American College Testing
Operations Division
2255 N. Dubuque Road
Iowa City, Iowa 52243

Information Packet
Kathy Erenberger (319) 337-1054
Secure Test Review
Rose Cahill (319) 337-1587
Materials Order
Linda Knarreborg (319) 337-1329

Description: A guidance oriented assessment program combining measures of academic skills with educational planning information.

Common uses: Academic planning and advising, course selection and placement, career exploration and planning, institutional planning. Used primarily by over 400 two-year community colleges and vocational schools for course placement. More than 750,000 students take the test each year.

Target population: students enrolling in two year institutions such as junior and community colleges.

Types of scores: Basic skills in writing, reading, and mathematics. Advanced mathematics examinations (elementary, intermediate, and college algebra, and geometry); study skills survey, and student educational planning reports are also available.

Validity: The method used to construct the test suggests that the skills measured by the ASSET reflect the entry level skills needed in many community college courses. Schools using the ASSET typically report high student success rates (median = .80). The median correlations of ASSET tests with grade point averages is .24 to .33.

Reliability: The reliabilities of the ASSET are quite high (.78 - .87) considering the limited number of test items in the instrument.

Norms: Norms are based on students entering community colleges. ACT provides an extensive analysis of the results of using this instrument.

Note: Length: 75 minutes (26 minutes for each of the three basic skills measures). Self-scoring and machine-scoring on site. Includes an Education Planning Form for local use in advising and counseling on financial assistance, career choice, etc. Cost: maximum $2.50 per person for answer sheets and $.50 per reusable test booklet (in groups of 25). For a special testing session fee ($5 per student, minimum $75 per session, plus ASSET materials costs), ACT will arrange for a qualified independent testing administrator to administer and score test at your institution. Call (319) 337-1339 for more information.

Passing Score: Students with scores of at least 35, 35, and 34 on the basic skills tests (writing skills, reading skills, and numerical skills, respectively) meet the requirements of the Secretary's policy.

Comment: The prose on the reading test reflects the level and kind of writing commonly encountered in college freshman curriculum. As such the ASSET content is probably too difficult for students enrolling in a trade school. If, however, the ASSET content is found to be appropriate, the instrument can prove to be an effective ATB instrument. Actual test booklets are available from the publisher for a secure review to help schools make this determination.

The research and information services provided by the publisher can benefit both schools and students. The publisher provides the institution with a Descriptive Report and a Retention Report at no additional charge. Additional services are available.

ASVAB (Armed Services Vocational Aptitude Battery)

Forms 8, 9 or 10.

US Military Entrance Processing Command
MEPCT-E
2500 Green Bay Road
North Chicago, IL 60064 tel: (708) 688-4922, 4933

Call 708 688-4933 to find the location of the nearest ASVAB test specialist. There are almost 70 region contacts. Specimen kits are not available.

Forms 8, 9, and 10 of the ASVAB are obsolete. The current versions in use are Forms 14, 15, 16, and 17. These will be replaced by Forms 18 and 19 by September 1991. While we understand Forms 14-17 will be added to the Secretary's list, this has not been confirmed in writing.

Description: A multiple aptitude battery that measures developed abilities and predicts what a person could accomplish with training. The test is designed especially to measure the potential for military occupations requiring formal courses of instruction or on-the-job training.

Common uses: By schools to provide career counseling. By the military to identify students that potentially qualify for entry into the military and for assignment into military occupational training programs.

Target population: students in grades 10, 11, 12, and in post-secondary schools.

Types of scores:
Academic Ability - potential for further education
Verbal - capacity for verbal activities
Math - capacity for mathematics activities
Mechanical & Crafts
Business & Clerical
Electronics & Electrical
Health, Social, & Technology

Validity: The ASVAB has been shown to accurately predict performance in a wide variety of military occupations. The median correlation coefficient for ASVAB composites and 50 military technical training courses is .60. Earlier versions of the ASVAB have been shown predict high-school and post-secondary grades. The ASVAB correlates highly with the General Aptitude Test Battery.

Reliability: Internal consistency coefficients are quite high ($r > .90$) for all composite scores using each of the intended population groups.

Norms: Quality norms are available based on students in grades 10, 11, 12, 2 year colleges, and all American peoples ages 18-23.

Note: Length: 3.25 hr. There is no cost to both school and students. The test can only be administered by military test administrators or the U.S. Office of Personnel Management.

Passing Score: Using the Youth Population Percentile Scores, the minimum passing score authorized by the U.S. Department of Education is the 17th percentile. This is low. Predictive validity studies for other, similar tests suggest that a minimum percentile score of 30 would result in a higher proportion of correct admissions decisions.

Comment: Schools cannot expect to use the ASVAB as their primary admissions test. It is administered at recruitment centers and in high-schools. Since the ASVAB is the largest testing program in the United States, it is highly likely that some applicants to a cosmetology program will have already taken the ASVAB. The only composite score that appears to be relevant to cosmetology education is Academic Ability.

CPAt (Career Program Assessment Test)

Forms A or B

American College Testing
Operations Division
2255 N. Dubuque Road
Iowa City, Iowa 52243

Information Packet
Kathy Erenberger (319) 337-1054
Secure Test Review
Rose Cahill (319) 337-1587
Materials Order
Linda Knarreborg (319) 337-1329

Description: A testing program designed to measure the entry-level skills of students planning to attend career schools and colleges and other post-secondary institutions offering specific, job-related educational programs.

Common uses: Admissions, identification of underprepared students, ATB admissions, curricular improvement, and counseling and guidance most often in proprietary and career schools.

Target population: Career school students

Types of scores: Language usage, reading skills, numerical skills, composite.

Validity: The only evidence of validity provided in version 2 of the test manual is that the test was developed in cooperation with the Association of Independent Colleges and Schools. By working closely with educators in career schools, ACT was able to design a test that would be appropriate in many occupational training programs. Version 3 of the technical manual, scheduled for publication in March, 1991, contains more detailed information. This reviewer was especially impressed by the detailed analysis provided in the forthcoming report. Their documentation demonstrates that the passing rate in a wide variety of training programs is closely related to CPAt scores.

Reliability: The reliabilities for the CPAt range from acceptable (.77) to high (.90) depending on the specific subtest and test form.

Norms: The "CPAt Summary Report" provides a summary of 1820,000 examinees taking the examination on entry to proprietary schools between September 1987 and December 1989.

Notes: Length: 1 hour total testing time plus 15 minutes for completion of the student questionnaires. Can be hand-scored in 3-4 minutes. Schools must pay annual participation fee of $150. Reusable booklets cost 5 for $2.00, answer sheets cost 50 for $100. For third-party testing requirements, ACT is willing to administer the test to schools for $7 per student. The would include cost of test, cost of administrator coming on site and immediate scoring on site. Iowa City would then send official scores to school. Minimum 15 students per school, or blocks of schools could combine students and pick a site for testing. (call 319/337-1339 for more information).

Passing Score: Based on the results of all 182,000 examinees taking the test, the minimum composite score meeting the federal guidelines is 118 (page 4). Schools will probably find a minimum passing score of 130 to result in a higher number of correct admissions decisions.

Comment: The CPAt provides an attractive option for many occupational training programs. It was designed for career school students and provides helpful information on each student. The reading level and content of the test may be at a higher level than the text and instruction for some trades. Actual test booklets are available for secure review to help schools determine the suitability of the CPAt content. The test has proven to be effective in a wide variety of careers including word processing equipment operator, secretary, nursing assistant, and data processor. As with other ACT programs, the research and information services provided by the publisher can benefit both schools and students.

CTBS (Comprehensive Test of Basic Skills)

Level I

CTB/McGraw Hill
Del Monte Research Park
2500 Garden Rd.
Monterey, CA 93940 tel: (408) 649-8400
(800) 538-9547 (orders)

Regional Contacts:

Northeast	Chris Deak	(609) 426-5853
South	Julie McAlister	(404) 662-8482
Middle States	Beverly Bouchard	(314) 256-2241
West	Teri Hall	(213) 946-2362

The test publisher has advised us that Level I does not exist. We are awaiting clarification from the Secretary of Education as to what was approved.

DAT (Differential Aptitude Test)

Forms V and W

The Psychological Corporation
555 Academic Court
San Antonio, TX 78204

tel: (512) 299-2061
(800) 228-0752
Contact: Robert Caldwell or Tina McDonald

Note: Test is administered by schools and testing centers. Used in career counseling. Tests students ability to learn or succeed in a number of different areas. Forms V and W are for High-schools--Length: 3 hours. There is a new Form C for adults--Length: 2.5 hours. Cost to student: $0. Cost to schools varies depending on sections ordered and number of copies. Must be ordered in bulk. Exam kits for preview can be ordered for $20, but administrator ordering must be registered with the Psychological Corporation (and have minimum of Masters Degree). Usually takes 2 weeks to receive kit.

The publisher was not able to provide current materials in time for this review.

DTLS (Descriptive Tests of Language Skills)

Educational Testing Service
Multiple Assessment Programs & Services
P.O. Box 6725
Princeton, NJ 08541-6725 tel: (215) 750-8410
Contact: Pat Gilleo
Customer Relations

Note: Length: 25-45 minutes. Cost to student: $0. Cost to school administering test: $3.50 per reusable test booklet, minimum 25 books. 4 booklet titles, 2 versions each. $1.15 per answer sheet. No formal test centers. Test used for placement in post-secondary schools. Self-scoring (5 minutes).

The publisher was not able to provide current materials in time for this review.

DTMS (Descriptive Tests of Mathematical Skills)

Educational Testing Service
Multiple Assessment Programs & Services
P.O. Box 6725
Princeton, NJ 08541-6725 tel: (215) 750-8410
Contact: Pat Gilleo, Customer Relations

Note: Length: 30 minutes per test. 4 titles available, 2 version each. Cost to student: $0. Cost to school: same as DTLS. No formal test centers. Used by post-secondary schools for placement of entering freshmen.

The publisher was not able to provide current materials in time for this review.

Flanagan Industrial Tests

Forms A or AA, Entire Battery Only

Note: Recently added to the Secretary's list, this test has not yet been reviewed.

GED (Tests of General Educational Development)

American Council on Education
General Educational Development Testing Service
One DuPont Circle
Washington, DC 20036 tel: (202) 939-9300
Contact: Susan Robertson
Public Affairs

Documentation for this test has been received but they have not yet been reviewed.

Note: Length: 7 hours 45 minutes. Cost to student: varies from state to state from $0 to $25. High-school equivalency test. This is NOT a basic competency test. Passing entitles student to GED Diploma, which is recognized by most colleges as high-school diploma. 30% of all high-school seniors can not pass it. Normed on sampling of HS seniors throughout US. Includes essay. Administered by examiners in each state at over 3000 certified test sites: local schools community colleges, etc. Scoring: some done on-site, some sent to Washington for scoring.

Passing Score: The GED reports scores by subject area and a total score. Minimum passing score is one standard deviation below the mean, a scaled score of 40, on each of the subject area tests.

Comment: The high school equivalency passing scores are determined by local jurisdictions -- States, Territories and Provinces. While these passing scores are very close to that of the Secretary, it is possible for a student to fail the GED for equivalency purposes and pass for ATB admissions. Such students should be encouraged to study and retake the GED to obtain the high school credential.

JOBTAP (The Job Training Assessment Program)

Note: Recently added to the Secretary's list, this test has not yet been reviewed.

Nelson Denny Reading Test

Forms E or F

Riverside Publishing Co.
8420 Bryn Mawr Ave.
Chicago, IL 60631 tel: (312) 693-0040
(800) 323-9540

Contact: Dave Osberg
National Editorial Test Consultant

Description: A measure designed to rank students in terms of their ability in three areas of academic achievement. The Nelson-Denny Reading test is the latest in a series of tests that were first administered 50 years ago. While the content and statistical data have been updated, the format remains basically unchanged.

Common uses: The publisher suggests that the test can be used for screening, predicting future achievement, and diagnostic purposes.

Target population: The publisher states that the target population is any individual or group for whom an efficient measure of reading ability is required. It is widely used in U.S. two-year colleges.

Types of scores: Reading comprehension, vocabulary development, reading rate, and total score (combined reading comprehension and vocabulary scores).

Validity: The evidence provided by the publisher in the Examiner's Manual left a great deal of doubt in this reviewer's mind as to whether this test is appropriate for trade school admissions. The reading rate score is based on one minute of measurement. Correlations with other vocabulary and reading comprehension measures are not provided. Very few predictive validity studies have been conducted. There are no studies reported that discuss the use of this test with trade school students. The manual does, however, include the results of concurrent validity studies that show that Nelson-Denny scores are moderately correlated with self-report grade point averages.

Reliability: The reliabilities of the vocabulary subtest are quite high when administered to students in grades 9-14 (r=.89 to .95). The reliabilities are lower for reading comprehension and reading rate (r=.62 to .82). This suggests that the reading comprehension and reading rate scores are not very stable. Reliabilities for the Total score, recommended by the publisher for ability-to-benefit testing programs, are quite high (r=.88 to .93). The standard error of measurement for the total reading score, however, is +/- 8 raw score points -- spanning over two grade equivalents at the minimum passing score level.

Norms: The publisher provides two sets of norms tables -- one for timed and one for untimed administration. The timed administration "cut-time" norms are not appropriate for use in ATB testing. The norms for the regular administration are based on a large national sample. Separate norms are provided for grades 9-12, 2-year college students, and 4-year college students.

Note: Total testing time is 15 minutes for Vocabulary and 20 minutes for Reading Comprehension, for a total of 35 minutes. Can be hand-scored (15 min) or sent away for machine scoring (10-15 working days). Cost: test booklets minimum 35 for $36.30; self-scoring answer sheets, 35 for $34.50; machine scoring answer sheets: 35 for $21.75 or 100 for $42.60. Additional charge for scoring depending on number. Additional student reports are available.

Passing Score: One full standard deviation below the mean for 2 year college students on the total untimed test would be a 56 for Form E and 59 for Form F. These are scores a typical eighth grader would receive. The typical tenth grade student would be expected to receive scores of about 68 in the middle of the year.

Comment: The publisher has prepared an informative two-page sheet on the ability-to-benefit requirements and using the Nelson-Denny. While the appropriateness of a test must be determined by the end-user, this reviewer feels the lack of adequate validity data makes the use of this test for trade school admissions questionable.

PSAT (Preliminary Scholastic Aptitude Test)

The College Board
45 Columbus Avenue
New York, NY 10023

tel: (212) 713-8000
Contact: Mr. Brian O'Reilly

Regional Offices

Middle States	(215) 387-7600	Midwestern	(708) 856-1700
New England	(617) 890-9150	Southern	(404) 636-9465
Southwestern	(512) 472-0231	Western	(408) 452-1400
Puerto Rico	(809) 759-8625		

Scored by: Educational Testing Service
P.O. Box 24700
Oakland, CA 94623-1700
tel: (415) 653-5595

Description: A multiple choice test of developed verbal and mathematical abilities generally associated with academic performance in college.

Common uses: Estimate SAT scores, entry into competition for the national Merit Scholarship Program, practice for the SAT.

Target population: High-school juniors

Types of scores: Verbal, quantitative, and a composite called the selection index.

Validity: The correlation between PSAT and SAT is extremely high, typically greater than .85. Since the SAT correlated with freshman grades (typical correlation is .42), the PSAT can be expected to predict grades. The publisher, however, does not provide any empirical evidence to that effect.

Reliability: The KR-20 reliabilities are often high, .89 or greater.

Norms: Extensive norms are available for college bound juniors

Note: Length: 2 hours. Cost to student: $6. Cost to school: $0. The test is given at authorized sites on a fixed schedule. Advanced registration is required.

Passing Score: Based on the 1989 norms, students with a Selection Index score above 96 or a verbal score above 30 can be legally admitted. These scores, however, are extremely low. The PSAT Verbal scores range from a low of 20 to a high of 80. Schools should consider using Selection Index scores of 110 or Verbal Scores of 35 as passing scores.

Comment: Schools cannot expect to use the PSAT as their primary admissions test. It is administered by approved secondary schools following a fixed schedule and the items greatly exceed the level of skill needed to succeed in trade schools. Since the PSAT is a large testing program, it is possible that some applicants to a cosmetology program will have already taken the PSAT. The quantitative skills on the PSAT appear to be much higher than those needed in a program of cosmetology studies. If a student is admitted on the basis of the PSAT, then only the verbal skill scores should be used.

SABE (Spanish Assessment of Basic Education) -- Level 6

CTB/McGraw Hill
Del Monte Research Park
2500 Garden Rd.
Monterey, CA 93940

tel: (408) 649-8400
(800) 538-9547 (orders)

Regional Contacts:

Northeast	Chris Deak	(609) 426-5853
South	Julie McAlister	(404) 662-8482
Middle States	Beverly Bouchard	(314) 256-2241
West	Teri Hall	(213) 946-2362

Description: A series of tests designed to measure the achievement levels in the basic skills commonly found in state and district curricula used with students for whom Spanish is the language of instruction.

Common uses: Evaluating the success of bilingual programs, evaluating student progress in bilingual programs, helping to determine when to transfer students to English-only instruction.

Target population: Level 6: Grades 6.6 - 8.9

Types of scores: Fonetica, Vocabulario, Comprehension de lectura, Calculos matematicos, and Aplicaciones y conceptos matematicos.

Validity: The content of the SABE is based on a comprehensive review of curriculum guides across the nation, widely used instructional materials, Spanish basal text series, and current professional literature. Thus, scores on the SABE describe current academic success. The publisher does not make any claim that these skills are related to future academic success.

Reliability: The KR-20 reliabilities are above .80 for all the subtests when administered to 7th and 8th grade students.

Norms: The SABE has been equated to the CAT/E scale. This is one of the few scales for which norms are available for vocational students. Norms tables for the SABE cover grades 1 through 8.

Note: Length: Total reading test has 90 items and takes 74 minutes to complete. The total mathematics test has 85 items and takes 70 minutes. Cost: A packet of 35 test booklets costs $64.75. Fifty answer sheets cost $20.00. The norms booklet is $7.35. The examiners manual is included with the tests.

Passing Score: The minimum passing score for the SABE is 2/3 of a standard deviation below the mean which is 691 for total reading and 694 for total math. Scores of at least 703 and 706 for the total reading and total mathematics proportions appear to be more appropriate. These are the scores the average 8th grader would be expected to receive.

Comment: For programs offering instruction in Spanish, the SABE should prove to be an effective ATB admissions test. It accurately measures skills which appear to be appropriate for success in a program of cosmetology studies. The content appears to be at the appropriate achievement level and the recommended minimum passing score appears to be reasonable. The materials, however, are designed for younger students. The specific stories and passages used in the SABE may be too childish, and hence offensive, for older students.

SAT (Scholastic Aptitude Test)

The College Board
45 Columbus Avenue
New York, NY 10023

tel: (212) 713-8000
Contact: Mr. Brian O'Reilly

Regional Offices

Middle States	(215) 387-7600	Midwestern	(708) 856-1700
New England	(617) 890-9150	Southern	(404) 636-9465
Southwestern	(512) 472-0231	Western	(408) 452-1400
Puerto Rico	(809) 759-8625		

Scored by: Educational Testing Service
1440 Lower Ferry Rd.
Trenton, NJ 08618
tel: (609) 771-7600

Description: A testing program designed to assist students, high-schools, colleges, universities and scholarship programs with post secondary educational planning and decision making. To provide a common standard against which students can be compared.

Common uses: College admissions. The SAT is typically combined with high-school grades in making admissions decisions.

Target population: College bound high-school juniors and seniors

Types of scores: Verbal and quantitative.

Validity: The typical correlation of SAT scores with freshman grades is .42. The typical correlation of high-school grades with freshman grades is .48. The typical correlation of the combined SAT scores and high-school grades with freshman grades is .55.

Reliability: The reliabilities of the SAT are high, typically above .90.

Norms: Extensive norm studies are conducted.

Note: Length: 3 hours. Cost to student: $16. Cost to school: $0. Administered at numerous national testing centers. Results sent to 4 recipient schools selected by student within 3-5 weeks. Scores sent to student within 5 weeks. Taken by 40% of all high-school students. Percentiles are reported based on last group taking the test.

Passing Score: Based on the 1989 norms, students with a Verbal Score above 316 can be legally admitted. These scores, however, are extremely low. The SAT Verbal scores range from a low of 200 to a high of 800. Schools should consider using a Verbal Scores of 370 as the passing score.

Comment: Proprietary trade schools cannot expect to use the SAT as their primary admissions test. It is administered at designated centers following a fixed schedule and the items greatly exceed the level of skill needed to succeed in trade schools. Since the SAT is a large testing program, it is possible that some applicants to a cosmetology program will have already taken the SAT. The quantitative skills on the SAT appear to be much higher than those needed in a program of cosmetology studies. If a student is admitted on the basis of the SAT, then only the verbal skill scores should be used.

SLEP (Secondary Level English Proficiency Tests) -- Forms 1, 2, or 3

Educational Testing Service
Rosedale Road
Princeton, NJ 08541

National Contact: Stella Cowell
(609) 243-8243

Description: A standardized instrument designed to assess the understanding of spoken and written English of non-native English speaking students. The listening section, administered using an audio tape, involves matching spoken concepts with pictures and written statements. The reading section using a variety of item types.

Common uses: Diagnose, evaluate, and place non-native English speaking students at the 7th through 12th grade levels.

Types of scores: Listening comprehension, reading comprehension, and total.

Validity: The test correlates well with the Test of English as a Foreign Language. The correlations for the two subtests were .74 and .80. On other measures, SLEP scores increase with the test taker's English ability.

Reliability: The KR-20 reliabilities are quite high (.94 to .96).

Norms: Norm data is provided for 1,239 non-native English speakers enrolled in sample of U.S. public high-schools.

Note: Length: There are 75 items in each of the two sections. Test administration time is 45 minutes for each section. The test can be administered individually or in groups. Cost: A complete kit with 20 reusable student booklets, 100 answer sheets, the cassette tape, manual and scoring keys cost $100.00. A specimen set, including a copy of the manual, sample answer sheets, and the Test Analysis Report, is available for $9.00.

Comment: The SLEP was designed to help assess whether a high-school student is ready for English Language instruction. As such it makes an excellent supplement to assessing the ability of non-native speakers enrolling in programs where the language of instruction is English. The publisher recommends a minimum score of 50 before students are mainstreamed. Under no circumstances should this test be used as the sole criteria for ATB admissions. The required English level is comparable to that of a native speaker in the forth or fifth grade.

TABE (Tests of Adult Basic Education)

Levels D and A, Forms 5 and 6

CTB/McGraw Hill
Del Monte Research Park
2500 Garden Rd.
Monterey, CA 93940

tel: (408) 649-8400
(800) 538-9547 (orders)

Regional Contacts:

Northeast	Chris Deak	(609) 426-5853
South	Julie McAlister	(404) 662-8482
Middle States	Beverly Bouchard	(314) 256-2241
West	Teri Hall	(213) 946-2362

Description: Norm referenced tests designed to measure achievement in the subject areas commonly found in adult basic education curricula and needed to function in society.

Common uses: Screen, diagnose, evaluate, and place examinees in adult education programs; program evaluation.

Target population: The TABE is offered in 4 overlapping levels. The Advanced Level (Level A) is for adult students whose academic abilities are similar to students in grades 8.6 to 12.9. The Difficult Level (Level D) is for students whose academic abilities are similar to students in grades 6.6 through 8.9. There are two forms of the TABE (5 and 6). The publisher recommends Form 6.

Types of scores: Reading Vocabulary, Reading Comprehension, Mathematics Computation, Mathematics Concepts and Applications, Language Mechanics, Language Expression, Spelling.

Validity: The tests were developed based on a comprehensive review of state and district adult education curriculum guides, textbook series, and instructional programs. This test development process should assure that the test covers the skills taught in adult education programs. There is no data relating scores on this test with subsequent achievement. The publisher does claim that the test predicts success on the GED examination. The correlations between TABE and GED tests are very impressive (.70).

Reliability: The KR-20 reliabilities are quite high, typically above .85 for all the Level A subtests, when administered to adult basic education enrollees. The publisher's test manual also includes error curves describing the standard error of measurement at different scaled score values. For Level A, the SEM is extremely high at the minimum legal passing score of 711. Level M should be used when the passing score is between 710 and 800. Level A is more appropriate when then passing score is between 730 and 810.

Norms: The TABE has been equated to the CAT/E scale. This is one of the few scales for which norms are available for adult education students. CTB publishes an 150 page booklet containing numerous norms tables.

Note: Length: The recommended testing times are: 54 minutes for the total reading test, 22 minutes for the survey reading test, 80 minutes for the total mathematics test, and 28 minutes for the survey mathematics test, 56 minutes for the complete language skills test, 21 minutes for the survey language test. Total testing time for the full battery is 3 hours and 10 minutes. For the survey test, total testing time is 71 minutes. Cost: A package of 25 test booklets costs $42.75. Answer sheets cost $15.00 for 25. The norms booklet costs $7.35. The examiner manual is included with the tests.

Passing Score: The minimum legal passing score of 711 is unacceptably low. It reflects scores that a 5th or 6th grader would be expected to receive. Schools will probably find a passing score of at least 745 to be more appropriate.

Comment: The TABE accurately measures skills which appear to be appropriate for success in adult education programs. It is a well constructed instrument with numerous careful analyzes. The content appears to be at the appropriate achievement level.

TOEFL (Test of English as a Foreign Language)

Educational Testing Service
TOEFL
P.O. Box 6151
Princeton, NJ 08541-6151

Contact: (215) 750-8050
Veronica Napper

Description: The purpose of the TOEFL is to evaluate the English language proficiency of people whose native language is not English.

Common uses: One of several admissions requirements in English speaking colleges and universities.

Target population: People who are not native speakers of English

Types of scores: Listening comprehension, structure and written expression, vocabulary, reading comprehension, and total.

Validity: The test samples English language skills typically needed to succeed in a program of studies where the language of instruction is English.

Reliability: The KR-20 reliability for the total score is .95. The reliabilities for the subtests are also quite high (.85 or higher).

Norms: The test is administered widely and extensive, high quality norms are available.

Note: Cost is $39 if taken on Friday; $31 if taken on Saturday. Tests given at designated test sites throughout the US and in foreign countries once a month on designated dates. Test scores available 5-6 weeks after test date. Schools can also order TOEFL test materials for on-campus testing under the TOEFL Institutional Testing Program (ITP). The ITP offers both the TOEFL and the Preliminary Test of English as a Foreign Language (Pre-TOEFL). The Pre-TOEFL is a shorter and less difficult version of the regular TOEFL, appropriate for beginning and low-intermediate levels of study. For the ITP, the results are available within 2 weeks of the test date.

Comment: This test is useful as a supplement to an admissions testing program. Students that do not understand English will have a hard time following instruction in English. The test, however, should never be used as the sole basis of ATB admissions. Student that understand English will not necessarily have the ability to benefit from a program of cosmetology studies. If instruction is in the student's native language, then English language ability is irrelevant. The required English language ability is at about the sixth grade level.

WPT (Wonderlic Personnel Test) -- Forms I, II, APT or EM
SLE (Scholastic Level Examination) -- Forms IV, V, T-51, or T-71

E.F. Wonderlic Personnel Test, Inc.
820 Frontage Road
Northfield, IL 60093

Contact: Fred M. Rafilson, Director of Scholastic Admissions Testing
(800) 323-3742
(708) 446-8900

Description: Short, yet fairly accurate measures designed to predict employment and training success. The WPT and SLE both measure a student's general cognitive ability. Scores on the two instruments are interchangeable.

Common uses: Employment screening, training and business school admissions.

Target population: Adults

Types of scores: General Cognitive Ability.

Validity: The WPT and SLE correlate well with Aptitude G on the General Aptitude Test Battery and with the Weschler Adult Intelligence Scale -- two extremely well known tests of general cognitive ability. The publisher cites research to indicate that the tests are highly correlated with training success.

Reliability: When administered to the general population, the reliability of the WPT tests are quite high -- .88 or higher. The data in the manual and the validity study in a cosmetology program indicate a lower reliability when the WPT is administered to cosmetology students.

Norms: Wonderlic has extensive normative data -- probably the most extensive set of norms provided by any commercial test publisher. Based on empirical and research data, the publisher has derived recommended passing scores for an extensive number of trades.

Note: Length: Students have 12 minutes to respond to 50 items. Cost: Total cost for the test and scoring sheets is $120 per 100 tests or $55 per 25 tests. E.F. Wonderlic Personnel Test, Inc. is setting up a national network of approved independent test administrators that will provide on-site test administration.

Passing Score: The recommended passing score for cosmetology programs is 15 out of a possible 50. This is higher and more realistic than the minimum passing score that would be permitted by the Secretary of Education. They are the only publisher we know of that has taken such a commendable stance on this issue.

Comment: The SLE and WPT are among the few tests on the Secretary's list that were originally intended for use as an admissions test in career and trade schools. The WPT and SLE are short, easy to administer, and can be expected to do a fair job of predicting success. The test is simply a predictor -- it will not help identify specific strengths or weaknesses. The publisher has a long history in industrial testing and is able to provide a great deal of assistance to schools. They have several very relevant reports on ATB testing. They will provide free local validity studies for users of their tests.